

GETTING in TOUCH with READING



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GETTING in TOUCH with READING

Margaret M. Smith
Rehabilitation Institute
Detroit, Michigan
1978



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Getting in Touch with Reading

Teacher's Manual

by

Margaret M. Smith

Introduction

You, the braille instructor, are the all-important human link between your student and his success in learning braille. Not only will you provide technical expertise in his mastery of this skill, you will offer the vital personal support, guidance and encouragement in this challenging undertaking.

Consider each student as an individual. What is his age, education, degree of literacy, previous reading habits, physical health, intellectual ability, recency of blindness and attitude toward braille? (For the sake of simplicity, the pronoun "he" will be used but is intended to include both genders.) Getting to know him will have a great bearing on how you plan your teaching. A person with an eighth-grade education will progress at a different pace than one with a college diploma. Usually younger people move more rapidly than older people. This interview will also be an opportunity for you to clear up any misconceptions or apprehensions about braille that your student may have.

Establishing good reading habits at the beginning is essential. It is far easier to develop good habits than to break bad ones. Be sure that your student is sitting comfortably at a table of the right height. He should be sitting erect, but relaxed, the bottom edge of the book parallel with the edge of the table. (Beginning braille readers often lean over the braille in an unconscientious effort to see what they are reading; such posture can cause stiffness in the neck and shoulders.) Remember that a person's tactile discrimination is most acute when his hands are warm and dry. Soaking the hands in warm water before starting and/or as a break during the lesson helps to restore sensitivity to the finger tips.

Each teacher has his own preferred method of introducing braille. A simple device I find handy is a pegboard. It is made by drilling tiny holes into six-dot arrangements of full cells. Large-headed pegs, easy to feel and easy to move, serve as "dots."

I start with an immediate explanation of the six dots and the numbering of each dot in its respective position: **one**, upper left; **two**, middle left; **three**, lower left; **four**, upper right; **five**, middle right; **six**, lower right. Then I demonstrate by forming the first few letters of the alphabet on the pegboard, stressing the dot combinations. This emphasis of dot combinations will help you to determine if a student is confusing one letter for another or if he isn't feeling it correctly. Emphasis on dot combinations also makes the learning of writing braille simpler in the future.

If your pupil initially does not understand the numbering of the dots as applied to individual letters, give him a verbal description. For example, **a** is a single dot; **b** is two dots up and down; **c** is two dots straight across, etc. Later, you can re-introduce the idea of assigning dot numbers to specific letters.

When your student begins reading from a book, the position of his fingers on a page and the manner in which he moves across the line can mean the difference between immediate letter-recognition or a laborious struggle in deciphering. Ask him to put both index fingers at the beginning of the line, slightly angled so as to form an inverted print letter **v**. Since the ball of the finger tips has more nerve endings than the area around the nail, demonstrate that this part of the finger is best for reading. Immediately discourage him from trying to read by feeling with the skin near the nail or by actually scratching the braille with the nail itself. The correct movement of the hands is from left to right across the letter. Re-emphasize this left-to-right motion, especially when the student has to look at the letter again to identify it. Rubbing the fingers up and down or in a circular pattern will distort the perception. Suggest that the new braille reader allow the other fingers to relax naturally on the page. Tensing the hand or knotting the remaining fingers into a fist tends to shift the ball of the finger tip out of focus on the letter. Keeping both fingers moving steadily across the line lessens the likelihood of the reader losing his place. Also, you can remind him to check with the right finger to be sure that he has completed the word.

Changing lines is a common problem for novice braille readers. Warn your student against counting lines. This poor habit wastes time and never establishes good methods of tracking or changing lines. One helpful technique is to hold one's place at the end of the line with the right finger while the left finger re-traces to the beginning of the same line. The left finger locates the next line; then the right finger joins it. When re-tracing the line with the left finger, extending the left elbow so that the left forearm is at a right angle with the body helps the left hand to travel straight. Some people prefer to drop the left finger to the space between lines. Although this technique is effective when a blank line separates every written line, it may prove to be difficult later when lines are closer together or are normally spaced. When your student becomes more proficient, you might recommend that he drop to the new line when it is about two-thirds of the way back to the beginning. This diagonal line change will ultimately be speedier.

When discussing and demonstrating reading techniques, stress with your student the importance of using **both** hands when reading braille. You will often find that the non-dominant hand has better tactile discrimination. Therefore, since most people are right-handed, they discover that the left index finger more readily perceives the image. When reading with both hands, the beginner is less likely to lose his place. Another advantage is that he can switch fingers to confirm a letter of which he is not certain. Again, make a point of using the right index finger as a stationary frame of reference at the end of the line, better enabling the left finger to return straight.

A beginning braille reader frequently shows signs of fatigue. Remember that the movement of fingers across braille letters creates friction which, in turn, causes numbness or a tingling sensation. At this point it is almost impossible to differentiate letters. Suggest short breaks

so that your student can relax his hands and mind. Sometimes moving about the room or just stretching will restore vigor. When returning to the book, help by re-locating the line. If your student studies independently, encourage him to take a break when letters appear “blurred” or “fused together.” A pause of a few minutes will make a big difference.

After your explanation of dot combinations and methods of reading braille, you will introduce letters. In addition to stressing the numbers of dots found in every letter, you can point out similarities and distinguishing characteristics. The association of each of the first ten letters of the alphabet with each of those of the second ten letters by adding dot **three** is obvious. For example, **k** is the same as **a** plus dot **three**; **l** is the same as **b** with the addition of dot **three**, etc. Moreover, many letters have a gap on the left side in which dot **two** is not used. This gap is quickly perceived as in **k, m, n, o, u, x, y** and **z**. Five letters do not include dot one: **i, j, s, t** and **w**. The letters **f, h** and **j** have a slight resemblance to their upper-case print equivalents. Relying on likenesses among letters and their critical features will help your student to conceptualize them more clearly and guide him toward thinking in braille. Quizzing him orally aids in affixing letter shapes and dot combinations in his mind. When he has a clear idea of exactly what he is looking for, the message from finger to brain will be expedited.

An adult who is learning braille will proceed more rapidly if he relies as much as possible on his previous degree of literacy. The more reading experience a person has had, the more likely and ready he will be to recognize and anticipate words and phrases. You can help him to incorporate this present knowledge into the new skill that he is acquiring. As he progresses through the alphabet, you can remind him of common letter combinations especially those which begin words such as **sl, tr, ch, an, pl, de**, etc. Ask him to visualize words in his mind. Stress the importance of correctly identifying the first letter of a word. Just as he looks for frequently-used bi-grams (letter combinations), warn him against impossible or unlikely combinations such as **dl, sr, fh, cm** and so on. Encourage the reader to anticipate a word when he knows a few letters, then to read it through for verification. Clues from the context are often a good giveaway. If your student puzzles for too long over a letter, suggest that he check the remainder of the word. Many times he will identify the word, even with a “missing letter.” Unless he consistently confuses that letter, ask him not to back-track. Such re-reading is a deterrent to building speed. When a student seems tired or is having a bad day, read a line to him. By going over the same line, he knows what to expect. Letters and words will easily fall into place.

Format of this Book

Repetition is the key to learning. With this factor in mind, I designed each letter lesson. Your student should have a clear idea of the braille cell and the numbering of dots as he approaches Lesson One which introduces **a, b, c, d** and **e**. Ask him to read the entire line. As he encounters each new letter, ask him if he can tell you the dot combination and describe the letter shape. Below the **e** line is a line of **x**'s to serve as a practice for moving the fingers straight from left to right. Hence it will be referred to as a tracking practice. Remind your student to be sure that both rows of dots are beneath his finger tips. Use of the tracking

practice also aids in teaching the novice reader to return to the beginning of the line with his left finger while holding his right finger at the end of the line. These tracking practices are interspersed throughout all of the letter lessons. The student should follow them whenever they appear.

Below the tracking practice you and the student will find simple words. Each new word is spaced with an empty cell between letters. Such spacing allows for more immediate letter-recognition. After the student identifies the word, he will read it normally written. Again, his knowing what to expect will guide him in this more difficult task. Words used in this and in forthcoming lessons are common or easy words. When learning braille, a person has enough new information with which he must contend without having to pour over difficult or unusual words. To facilitate quick word-recognition, and especially helpful to those who have a low level of literacy, many words are presented in phonetic groupings, such as **cab**, **dab**, **ad**, **dad**, etc. For those who have problems with phonetics, you will need to spend additional time reviewing and illustrating letter sounds. Beneath the second tracking practice is a letter exercise. Placed at the bottom of every letter lesson page, you can consider these drills as optional. If you feel that the student needs more practice before learning new letters, you may use them. Tell him that he will find two letters with a space between them and then the same two normally-spaced. He will not encounter any words in these drills. If a particular letter is frequently confused, return to the letter line for repetition, then the drill for that lesson.

Lesson Two develops the concept of related learning or learning by association. Be certain that the beginner has mastered the letters **a** through **e**. Then tell him that the second ten letters of the alphabet ... **k** through **t** ... are the same as the first ten letters with the exception of dot **three** being added to each. In other words, each letter of the first ten letters (**a** through **j**) corresponds to its counterpart in the second ten letters (**k** through **t**). Examples are: **a-k**, **b-l**, **c-m**, etc. After discussing the addition of dot three, you might ask your student to reason out the dots in **k**, **l** and **m**. As he reads each letter line fully, point out also the distinguishing characteristics and similarities of the letters: **k** and **m** have a gap wherein dot **two** is missing on the left; and **l** is solid on the left.

Following the exercises with widely- and normally-spaced words in this lesson and those letter lessons which complete the alphabet, lines of normally-spaced words and short phrases will be found. These lines use all letters taught thusfar. Because the new reader will still be concentrating on deciphering letters, short phrases and very short sentences have been selected. It is easier for the novice to remember a two- or three-word phrase rather than a longer or complicated or contrived sentence. Comprising the reading practices are common or easy words and some colloquial expressions. The reader should not try to recall a previously-used phrase because they are not intended to be related. The letter drill at the bottom of the page reiterates the "pairing of letters," as well as repetition of all letters taught.

You will see several advantages in this approach to teaching letters. In many cases, the student can relate a new letter to one he already knows just by adding dot **three**. This method also eliminates common letter confusions which arise when the alphabetic order is used. Thus, he is less likely to confuse **e** and **i**, **d** and **f**, **h** and **j**. For instance, the student has already learned a total of ten letters and has seen **d** many times before **f** is presented.

When you teach Lesson Three on **n** and **o**, you can again tie these to their counterparts: **d** and **e**. These letters can be mistaken for each other by the beginner. A critical feature is that the upper right corner of the **n** is filled in by dot **four**; **o** resembles a widely-spread triangle. If a student reads a word and confuses **n** and **o**, remind him to rely on his previous knowledge. Example: He thinks that he has perceived **dn** as a word. He is certain about the **d** and unsure about the **n**. His common sense will tell him that **dn** does not spell a word, but that **do** is possible.

Lesson Four presents **f** and **p**. The **f** has a slight similarity to the print **f**. Having established this new letter, the reader figures out **f**'s counterpart, **p**.

The review (lesson five) covers all letters thus taught. The student can read them in alphabetic sequence and then find them paired. Practice words have been arranged phonetically. Some of the tedium of reading will disappear if you describe the grouping of words, letting the student know what to look for, such as words ending in **ap**, **en**, etc. Some people find particular letter combinations hard to recognize like **oo**, **on**, or **ck**. If this is the case, choose and concentrate on those lines that are appropriate. This review is also useful to those who are weak in phonetics and word-recognition. This page can serve as a "breather" before going on to new material. Consider it as optional, to be read in total or in parts. You can also assign it to be covered independently, being sure that the student understands the format.

Lesson Six introduces **g**, **q** and **u**. Question your student about the shape of the **g**. Because it is perfectly square, it is usually easy to read. He should be able to figure out that **q** is a **g** with the addition of dot **three**. The **q** covers all but dot **six**. Remind him that the English spelling always follows **q** with **u** but, of course, **u** will often appear in other words. **U** is another letter with a gap on the left. He can also think of it as the **a** plus dots **three**, **six**.

By the time that the student reaches Lesson Seven on **h** and **r**, he should have **d** and **f** well-fixed in his mind. Another hint about the **h** is that it looks like half of the upper case print **h**. Its counterpart, **r**, is another character that is solid on the left side of the cell.

When you teach **i** and **s** in Lesson Eight, ask your student to notice that these are the first letters which he has met that do not use dot **one**. Together they spell the word **is**.

The absence of dot **one** is also obvious in the letters taught in Lesson Nine: **j** and **t**. The **j** bears slight resemblance to the upper case print **j**, another learning clue that you might offer. The letter **t**, with the inclusion of dot **three**, also does not use dot **one**; it is also recognizable by its diamond shape. You can remind the new reader that an **s** and **t** are frequently found in combination with other consonants: **sh**, **sl**, **th**, **tr**, **st**, etc.

Lesson Ten is another review similar to Lesson Five. It is an opportunity for those who need a break from constant learning to read and anticipate common letter combinations and phonetic groupings.

The last six letters, **u** through **z** are presented alphabetically. Upon beginning Lesson Eleven, you might follow the pattern of adding dots **three**, **six** to the first five letters: **a** through **e**. Remind the student that he had already covered **u** when he encountered **q**. Some people will

be curious about **w** not falling into this pattern. When Louis Braille invented his system, of course he based it on the French language. There is no **w** in French. When teaching **v**, draw attention to this letter's being solid on the left side, like **l**, **p**, **q** and **r**. The braille **v** also looks like upper case print **l**. On the other hand, **w** is solid on the right. It is the final letter of the alphabet which does not contain dot **one**. With these clues in mind, the new reader should not have the **r** and **w** confusion.

When you and the student start Lesson Twelve on **x** and **y**, you can again stress the pattern of adding dots **three**, **six** to **c** and **d**. Those letters have a gap on the left. Because **y** is sometimes mistaken as **m**, point out that the right side of the letter is solid. All but dot **two** are used. The practice reading introduces short, simple sentences without punctuation.

Obviously, Lesson Thirteen on **z** is the last of the letter lessons. This letter is often misread as the letter **n** and/or **y**. Also it appears so infrequently in everyday English that the beginning reader may forget it. Suggest to your student that he be conscious of the gap on the left and that dot **four** is also absent. These clues will further help him keep the dot combinations clear in his mind.

On the next page you will find a complete alphabet review, plus words having short vowels. This page, as well as many of those that follow, have been designed for immediate letter- and word-recognition. Use them in whole or in part to meet the specific needs of each learner. Always tell your student what to expect in an exercise; for example, the page of words with long vowels will either list words ending in silent **e** or words containing diphthongs (two consecutive vowels). The lesson on common words and phrases presents those that the new reader has probably read visually thousands of times. If you ask your student to cover the prefixes and suffixes, review verbally the more common forms first. When reading the list of words having suffixes, urge him to figure out the root of the word, then to concentrate on possible word endings. Such practice will increase self-confidence and speed.

After allowing plenty of opportunity for quick letter- and word-recognition, you can teach the **capital sign** and the **period**, page 20 of the text. If necessary, touch on the basic rules of capitalization. Use as many lines of the proper nouns as you think that the student requires. When teaching the **period**, caution the reader about not confusing the mark as a **d**. Show him that the **period** can be found after initials or abbreviations, as well as at the ending of a sentence.

Teaching numbers can be simpler if you explain that the first ten letters become numbers when preceded by the number sign. Either ask the student to read the introductory material or show him the beginning of the drill. To emphasize the association between the letter and its corresponding number, each letter appears first, followed by its corresponding number, such as **a-1**, **b-2**, etc. The reader will get a feel for numbers by reading **one** through **twenty** consecutively. In the list of phrases which next appears, the first letter of the word is the same as that of the number. For example, **five** eggs, **seven** girls, **eight** hens, etc. Therefore, the association between letters and numbers is confirmed. Random phrases present some variety.

Building on the recently-learned numbers, the dollar sign and decimal point naturally fall into place. Again it is not necessary for the student to cover all of the lesson. However, he should be able to comfortably read the first several lines of random figures and a few sentences.

You may wish to start using page 46, TRACKING PRACTICE, from time to time. Because each line begins and ends with antonyms, the reader can readily guess what the opposite is of what he has first read on a line; for instance: **weak, strong**. This drill is to re-inforce good tracking habits, left-to-right motion, braille formats such as paragraph indentions and centered titles, as well as braille on every line, and not on every other line. Using this exercise intermittently will add variety.

Reading hints, page 23, offers the beginner suggestions to increase his speed and efficiency. You will have covered these ideas in your verbal directions and discussions with the student. This exercise is another point at which the novice can pause to assimilate what he has learned thusfar. The lesson can be read in total or in parts. Each hint is short enough to allow comprehension of the thought.

Punctuation marks, page 24, concentrates on the **comma**, **apostrophe** and **question mark** as among the most frequently-used marks. You can explain to your student that most braille punctuation appears in the lower quadrant of the cell, excluding dots **one** and **four**. You might also review the uses of these marks if you think that this is necessary. Some new readers tend to mistake the **apostrophe** or **comma** as an **a**. Tell him again about the lower position of the dots. He should be especially careful to check for the end of a word in case it is a contraction or a possessive noun. Plenty of examples provide sufficient opportunity for thorough familiarity with this new information. Ask the student to read as many as necessary for understanding each mark.

Utilizing punctuation taught up to this point are these reading practices: quips and odd facts about animals. Each quip or fact is short, allowing not only comprehension but also the reader's satisfaction of completing a thought. You can ask your student his personal interest and preference, selecting appropriate passages for him to cover.

Pages 29-30 present more punctuation and the fraction line. Ample illustrations of each offer the chance for the student to become familiar with them. Again, use your discretion as to how many examples the reader needs.

Optional reading practices follow the punctuation exercise. Familiar sayings can be anticipated by many readers, prompting quick progress. Household hints and handy hints will be suitable if your student has any special interest in either. All of these exercises contain short passages independent of each other, again giving the novice satisfaction of having finished the entire thought.

The next lesson introduces the **semi-colon** and the **colon**. Sometimes, a verbal description of the print equivalents of these marks helps the student to recall their usage.

The reading practice on vinegar utilizes the semi-colon and colon. Again, it can be read wholly or in part.

The final lesson on punctuation includes the exclamation mark, parenthesis, quotation marks, italics and dash. As you have done before, refresh your student's memory on these marks.

Although punctuation marks and symbols have been gradually introduced, some of them are the most difficult for the learner to remember. To make recall simpler, all marks and symbols have been listed in the order of their presentation. Going through this review will confirm them in the reader's mind. The page also serves as a quick reference.

Two stories appear after the practice on tracking. If your student is able and willing to progress in braille with more complicated formats, he should master the technique of moving from one line to the next without losing his place. Locating paragraph indentions, centered titles, and reading normally-spaced lines are essential before continuing. These stories were chosen to make the transition from widely-spaced to normally-spaced lines easier. Therefore, the student can first read the story with the lines set further apart. Having this "running start," the student will know what to expect when he goes through the story a second time with the story on every line.

The remainder of the book is composed of short selections to cover as broad a range of reading interests as possible. These include another anecdote, a poem, well-known passages from the Bible, sports records, stories of general appeal, vignettes of black personalities and a recipe. Briefly describe the content of the reading material to your student. Let his personal taste, as well as his skill, determine the choices.

This book has been bound in a 3-ring binder to allow for more flexibility in teaching materials. You can always be alert to each student's particular needs, adding exercises suitable to these needs. Being able to provide optional practice reading also guards against your becoming stale from the tedium of having to re-read the same exercises constantly. With this type of binding, you can add or remove pages at will. Braille paper to fit this binder is 11" × 11½".

In regard to writing

Although this text has been intended primarily to teach braille reading, no doubt your student will be anxious to write braille and, therefore, the book is useful as a guide. Most adult learners will view braille as a means of self-communication, a method by which they can have ready access to the notations that they themselves have made. Such notations as telephone numbers, shopping lists or labels identifying canned goods or record albums are daily uses for braille. A person is usually eager to use braille for such purposes.

You can initiate writing instruction when your student has a solid grasp of at least the first half of the alphabet. Although many instructors find it easier to teach the braille-writer in the beginning, a new braille user, in most cases, will find the slate and stylus more practical. The slate and stylus are portable enough to be carried anywhere. These tools serve the same need for a blind person as would a pen or pencil for a sighted person. On the other hand, the braille-writer is handy when much has to be written or for immediate access to the written material.

Your frequent emphasis on the numbering of the dots composing letters and punctuation marks will prove as helpful in teaching writing as it does in reading. You can describe the braille cell for writing as dots **one, two** and **three** on the right; and dots **four, five** and **six** on the left. Ask the beginner to fill in all six dots of each cell for a line or so, stressing again the arrangement of dots when written. Remind the student that he will concentrate on the numbering of dots in each letter; he should not think of writing as the reverse of reading. Repeating a line of each letter, then the entire alphabet, will help the novice braille-user to get the “feel” of the slate and stylus. Once he is comfortable with this equipment, you and the student can rely on some of the lessons in this book as guides for writing practice. It is easier to begin with short words such as those found in “Common Words” or “Words containing Long and Short Vowels.” If the student is practicing independently, ask him to follow the general pattern of the lesson but not to copy word-for-word. (This would be an unnecessarily arduous task.) Insist that the student check his own writing. Often a beginner will become rather intrigued by writing, overlooking the need to proof-read his work. If he finds reading his own writing difficult, suggest that at first he use every other line.

Sighted braille instructors frequently find that proof-reading braille by sight is taxing. If this is the case, place a sheet of carbon paper over the braille for several seconds, draw side down. The carbon distinctly outlines dots, making sight-reading simple.

As soon as the student develops some proficiency in using the slate and stylus, work with him on practical applications of his skill. A system of keeping telephone numbers and addresses is often requested by newly-blind adults. Three-by-five or four-by-six index cards are handy. Simplicity and consistency are keys to such record-keeping. The first line should be reserved for a person’s name. Instruct the writer to note last name first; omit first name if it is known because to copy it is unnecessary time and work. Since telephone numbers are most frequently sought, they can be written on the second line. If the address is wanted, it can be placed on the third line with city, state and zip code on the fourth line. Any additional notations can be written below. Urge your student to write only the information that he needs, to abbreviate when possible and to be consistent in the placement of name, telephone number and address. He should list only one record on every card. Remember that his reading and writing will be slow. Conserving effort and space will lead to quicker identification later. Cards will be filed alphabetically and can be kept in a small notebook after holes are punched in them.

Index cards are also useful for labeling canned goods and record albums. The student can write the identifying word such as “green beans” on a 3” × 5” card, wrap it around the can and hold it in place with a rubber band. Removing the card when the can is opened is an excellent way for the student to remember what canned goods he needs to replenish. Writing a key word on a card and gluing or taping it onto an album cover serves as ready identification. Your student’s special needs as well as your own initiative and ingenuity will provide many more ways of using braille in daily living situations.

The braille-writer will prove a valuable aid for some students, especially because the user can immediately examine what he has written. But as mentioned before, it does not supplant

the slate and stylus unless a person is not able to use this equipment. Because writing is produced more quickly by machine than it is by slate and stylus, it is quite possible that the novice will try to braille more than he can comfortably read at one time. Therefore, it is imperative that he stop often to check what he has written.

Setting goals

The age of technology has made a wealth of reading materials available to the blind through recorded media. Even life-long braille-users rely extensively on recordings for educational and recreational reading.

When an adventitiously blind person undertakes braille, he often does not realize that the entire system comprises nearly 200 contractions as well as punctuations and symbols. He may assume that books and periodicals are published in uncontracted braille. You can clear up such misconceptions early in the instruction by explaining that there is a distinction between Grade One and Grade Two braille. The student should know that personal record-keeping, labeling and brief notes can be done without knowing Grade Two braille. He should also be aware of how to obtain library services, the equipment available for playing recorded material and the variety of books and periodicals in these forms.

On the other hand, Grade Two braille cannot be dismissed or discounted. Many people feel that reading for themselves is most satisfying. Reading braille offers the advantage of setting one's own pace, re-reading passages more easily and the portability of braille materials.

The decision to pursue Grade Two braille will be based on these and other factors. The learner's motivation is uppermost. Also consider his age, reading level, tactile discrimination and aptitude. Of course, the decision to continue will ultimately be the student's.

This book offers a solid foundation in braille-reading, where the student wishes to master Grade One braille only or to continue the study of Grade Two braille. Believing that many newly-blind people will learn Grade One for the sake of self-communication, I do not hold the theory that Grade Two contractions should be introduced immediately. From experience and observation, ready recognition of letters, words and their assimilation into thoughts and ideas is of utmost importance in the learning process. In so doing, the learner develops his tactile sense and memory.

For those who continue with the study of braille, I hope to write a text for Grade Two braille. The format and content will follow the same outline of this book. Included will be optional reading exercises for varying interests and levels, as well as review lists of contractions.

Although technological advances will continue to perfect reading aids and recorded media for blind people, braille will never be out-dated or replaced. You, the instructor, will be the person whose guidance and inspiration aid your students in acquiring this communicative skill that will become a vital part of their lives.

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